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ABSTRACT

One of a series of coaching guides for Special Olympics Sports Skills Instructional Programs, this booklet focuses on basketball instruction for mentally retarded persons. An initial section introduces the sport and discusses general coaching ideas. Goals, objectives, and benefits are listed along with information on clothing and court preparation. Following a description of warmup activities, teaching methods and assessment measures are provided for two levels of basketball skills in the following areas: passing, catching, dribbling, shooting, rebounding, and defensive play. Additional aspects addressed include team tactics, rules, and sportsmanship. The guide concludes with information on modifications and adaptations, ideas for infusing the sport skills into the academic program, and recordkeeping. (CL)

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SPECIAL OLYMPICS

BASKETBALL

Sports Skills
Instructional Program

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Special Olympics Created and Sponsored by the Joseph P. Kennedy, Jr. Foundation.

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

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INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adapted physical education specialist, the special education teacher, a recreation leader or therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for sports skills competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to a free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

This Instructional Program utilizes goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to mentally retarded individuals.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reaction and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**--definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher/recreator of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the student.
  (2) potential ability of the student.
  (3) behavioral limitations of the student.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skill Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training supervision can be and usually is handled by volunteers from many varied sources—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc. For example, volunteer coaches should be trained by professionals in physical education and sports.

The method and manner by which you conduct your program will in large part determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

READY TO START

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received basketball instruction in the past year and the remaining six students are new to your class. In order to determine the basketball ability among your students, administer the Sports Skills Assessment -Level I. The test enables you as the instructor to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment Test—Level II.

Once the tests have been administered, individualize each practice so every student works on the skill area in which he/she needs the most improvement. If a Special Olympian shows problems passing the basketball, review the basic steps in performing a correct chest pass as outlined in this guide. On the other hand, if an athlete scores well on the passing section, provide instruction in advanced passing techniques or have the athlete practice a skill that he/she is not as efficient in performing. An alternative for a Special Olympian who excels in various sports skills is to use him/her as a basketball coach.

Plan 5-10 minutes at the beginning of each class to warm up properly. Students should stretch and perform agility exercises as part of their warm up. Each class should offer 25-30 minutes of sports skills instruction. Mark each athlete's progress on the Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptations to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Skill Sheets to determine your student's improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.

HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class the first day.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results as far as skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction; students are great imitators.
- Allow the student plenty of time to become familiar with the skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Janet you did well to get into rebounding position, and you would have scored if . . . ."
- Use confidence builders. Always attempt to prevent a student from encountering repeated failures.

HINTS FOR ORGANIZING A GOOD CLASS

- Use the playing area to your best advantage.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.) No one should be standing around while you arrange things. Keep everyone busy.
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If activity is going well, it is often useful to stop activity while interest is high.

SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTI-HANDICAPPED INDIVIDUALS

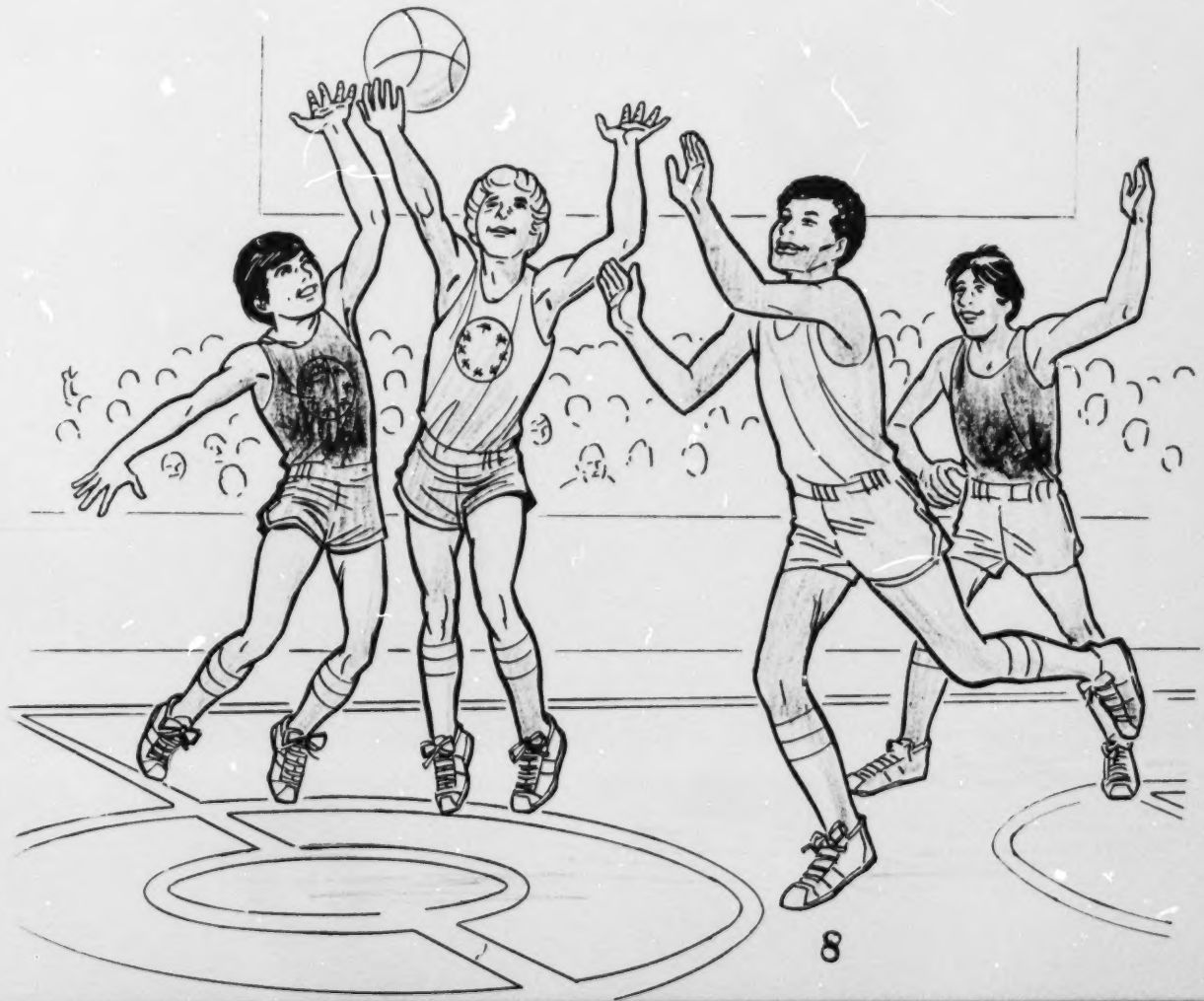
The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals, regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See modifications/adaptations section of this guide.

BASKETBALL

This Basketball guide can best be utilized to teach skills, improve general body coordination and eye-hand coordination and increase the student's general level of fitness. The sports skills needed to participate in a game of basketball are ball handling, shooting, jumping and running. In this respect, instruction will be offered in passing, dribbling, shooting and rebounding as well as game rules and game strategy.

Since its introduction, basketball has spread rapidly through playgrounds, community centers and gymnasiums. The game attracts a wide range of participants with varying ability levels. The game is played by two teams of five players. Five teammates pass and dribble the ball up and down the court attempting to maintain possession of the ball and make a basket. The team that scores the most points wins.

Basketball is an excellent leisure activity due to the physical exercise, relative simplicity of the skills involved and the socialization and team work inherently involved in the game. The growth of interest in this sport is well evidenced by participation of community centers, schools, churches and recreation departments.



GOAL/OBJECTIVES/BENEFITS

1

LONG TERM GOAL

The students will acquire basic fundamental skills, appropriate social behavior and functional knowledge of the rules to enable them to successfully participate in a regulation or modified game of basketball.

SHORT TERM OBJECTIVES

2

1.0 Given demonstration and practice the student will properly warm up before each practice or game.

2.0 Given demonstration and practice the student will execute the necessary skills to perform Level I basketball skills.

3.0 Given demonstration and practice the student will execute the necessary skills to perform Level II basketball skills.

4.0 Given regulation of modified game the student will exhibit good team tactics at all times.

5.0 Given regulation or modified rules and scoring the student will adhere to those scoring rules and regulations while playing a modified game.

6.0 Given a regulation or modified game of basketball the student will exhibit good sportsmanship with teammates and opponents at all times.

BENEFITS

3

- Basketball develops coordination, agility, speed and body control.
- Basketball improves total fitness.
- Basketball teaches teamwork.
- Basketball provides action.

CLOTHING

Clothing

Clothing must be suited to the activities involved. In general, this means loose, comfortable, non-confining clothing and well-fitted shoes that are appropriate for the activities being performed. Proper fitting and clean uniforms tend to give athletes a boost. Although the saying "You play as well as you look" has never been proven one way or the other, many athletes and coaches continue to believe in it.

Shirts

Shirts should provide comfort and a good appearance while allowing freedom of movement in the shoulder area. A sleeveless shirt or t-shirt is recommended. Make sure the length of the shirt is long enough to tuck into a pair of shorts or warm up pants. Shirts on Special Olympics teams should display numbers.

Shorts

Gym shorts with waistbands that fit snugly around the waist are recommended. Shorts should provide the athlete with comfort and good appearance. The elastic waist band should help keep the shirt in place. Loose shorts cause athletes discomfort, breaking their concentration.

Socks

Tube socks made of good material will last an entire season, giving support and a good appearance. Loose or stretched socks look sloppy and provide no calf support. Because of the continuous stop and go action in basketball, it is recommended that two pair of socks be worn to absorb the shock and prevent blisters.

Shoes

Probably the most important piece of clothing a basketball player wears is a pair of basketball shoes. Shoes that hurt can impede the student's play and concentration. Basketball shoes should fit properly and provide good traction. Strong duck uppers (high tops) provide the best ankle support. Cushioned insole, arch and heel support are also important features of a good basketball shoe.

Warm-Up Suits

Warm-up suits should be worn when playing basketball in cold weather (outside) or when warming up prior to a practice or game. Medium weight cotton sweatshirt and pants are excellent and inexpensive warm-ups.

Teaching Suggestions

- **Discuss the types of clothes to be worn when playing basketball.**
- **Discuss the importance of wearing properly fitted clothing.**
- **Point to advantages and disadvantages in various types of clothes which can be worn.**
- **Show pictures of clothes which are appropriate for basketball.**
- **Using a flannel board and felt cut-out articles of clothing, have the student properly dress the figure.**
- **Take students to a basketball game and point out clothes being worn.**

COURT PREPARATION

Court Preparation

The gymnasium or playing area, whether inside or outside, should be defined and small enough to discourage disorganized running about. This permits more time to spend on useful activities and less on disciplinary measures. The surrounding area should provide minimum physical hazards that might result in injury to a student or damage to the school or its equipment.

A level hardtop surface and a basketball goal are the main prerequisites needed to play basketball. Basketball can be played either in a gymnasium, outside on a playground court or on a driveway. The court dimensions can be modified depending on the ability of the students, number of players and/or the available playing area.

Before playing basketball, the court area should always be cleared and in a safe condition for play. An uncluttered environment provides less distractions to the student while learning. Therefore, do not set up equipment until you are ready to use it. Debris and excess water should be cleared before and during a game to prevent possible injury.

TEACHING SUGGESTIONS

- **Discuss the official boundaries of a basketball court with the student.**
- **Using a flannel board, have the student identify the official boundaries.**
- **Take the student to a gym/outdoor court and demonstrate how to establish the boundaries.**
- **Assist the student in marking off the court.**
- **Discuss and point out what objects are to be removed from the playing area.**
- **Walk student around court area pointing out debris.**
- **Have student prepare court by removing debris.**

EQUIPMENT

Equipment must be safe for athletic use. Use proper equipment at all times and teach students to use equipment and perform all activities the "right" way, first time and every time, for safety's sake. Keep playing areas free of clutter and debris. Be alert to safety hazards and problem areas and do whatever is necessary to avoid them.

Basketballs

Rubber covered basketballs are the most commonly used balls for practice and everyday use. Balls should be inspected on a regular basis for proper inflation and possible defect. Students should be instructed not to sit on or kick the balls. Basketballs are available in the official weight and size (76 cm) or junior size (71 cm).

Basketball Goal

A basketball goal consists of a backboard, a rim and a net. The regulation height of the rim is 3.05 meters. For instructional purposes, it is recommended that an adjustable standard be used and lowered based on the student's ability. Students should be instructed to refrain from pulling or hanging on nets and rims.

TEACHING SUGGESTIONS

- **Show student the equipment used in basketball.**
- **Name each piece of equipment as you show it and give the use for each piece of equipment.**
- **Display equipment used in basketball and have student name each piece used.**
- **Display a variety of sports equipment and have the student select the equipment used for basketball.**
- **Discuss the importance of taking care of all sports equipment.**

SPORTS SKILLS ASSESSMENT —LEVEL I

INSTRUCTIONS

The Sports Skills Assessment is designed to determine the student's present level of functioning within a specific skill or sport and to determine the student's progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Beginner, Rookie, Winner). If the student is performing at a higher level than measured in the Skills Assessment —Level I, re-evaluate the student utilizing Skills Assessment —Level II

Skills Assessment — Level I

Scoring Level— indicates the student's level of achievement

0-10 BEGINNER
11-20 ROOKIE
21-30 WINNER

Test Item #1 **Dribbling Skills**
- ☐ Makes an attempt to dribble or bounce ball.
- ☐ Bounces ball with two hands.
- ☐ Bounces ball in any direction with one hand.
- ☐ Dribbles ball with control from a stationary position.
- ☐ Dribbles and controls ball while moving forward.

Test Item #2 **Catching Skills**
- ☐ Makes an attempt to catch a ball.
- ☐ Catches a ball at chest level from 3 meters away.
- ☐ Catches a ball at chest level from 5-7 meters away.
- ☐ Catches a bounce pass.
- ☐ Catches a ball while walking forward.

Test item #3 **Passing Skills**
- ☐ Makes an attempt to throw or pass ball.
- ☐ Passes ball in any direction at least 5 meters.
- ☐ Passes ball in intended direction to a target.
- ☐ Passes ball to a stationary teammate.
- ☐ Executes a bounce pass to stationary teammate.

Test Item #4 **Shooting Skills**
- ☐ Shoots ball towards basket.
- ☐ Hits a part of the backboard or rim when shooting.
- ☐ Makes 3 out of 5 baskets from a 1 meter radius.
- ☐ Performs a lay-up.

Test Item #5 **Rebounding Skills**
- ☐ Tracks a rebounded ball.
- ☐ Assumes ready position for rebounds.
- ☐ Moves in direction of rebounded ball.
- ☐ Catches rebounded ball on bounce.

Test Item #6 **Defensive Play**
- ☐ Makes an attempt to guard an opponent.
- ☐ Demonstrates correct defensive stance.
- ☐ Maintains proper distance staying with opponent.
- ☐ Blocks/stops a pass between two players.

Test Item #7 **Knowledge of Game**
- ☐ Stops when the whistle blows.
- ☐ Knows when the ball is in or out of boundaries.
- ☐ Participates a little; recognizes teammates and opponents.
- ☐ Recognizes teammates' and opponents' goal areas.
- ☐ Knows how to start game with jump ball.

_____ TOTAL SCORE

12

1.0 WARM-UP

Objective: Given demonstration and practice the student will properly warm up before each practice game.

STRETCHING EXERCISES

1. Perform trunk rotation exercises.

TASK ANALYSIS

a. Stand with feet shoulder width apart, hands on hips.
b. Slowly bend trunk as far left as possible.
c. In a continuous motion bend to front, continuing to right side and aroun ' to back.
d. Repeat in opposite direction.
e. Repeat exercise 5 times, gradually increasing to 10 times.

2. Perform body bend exercises.

TASK ANALYSIS

a. Stand with feet slightly apart.
b. Extend arms and reach high overhead.
c. Bend from waist and arch backward as far as possible.
e. Return to starting position.
f. Bend to left as far as possible, then to right.
g. Repeat 5 times, gradually increasing to 10 times.

3. Perform a toe touch exercise.

TASK ANALYSIS

a. Stand with feet slightly apart and flat on ground.
b. Keep legs as straight as possible
c. Bend from waist and reach as far down as possible.
d. Try to touch toes or, if possible, floor.
e. Hold stretch for 5 seconds.
f. Repeat exercise 5 times, gradually increasing to 10 times.

WARM-UP

COORDINATION EXERCISES

1. Perform straddle hop (jumping jack) exercises.

TASK ANALYSIS

a. Stand with feet together.
b. Place arms at sides.
c. Jump out to side with both feet simultaneously.
c. At same time, bring arms out to sides and up overhead, bringing palms together.
e. Return to starting position, bringing arms down and feet together.
f. Repeat exercise 5 times, gradually increasing the pace and number of repetitions.

STRENGTHENING EXERCISES

1. Perform sit-up exercises.

TASK ANALYSIS

1. Lie on floor with knees bent.
b. Clasp hands behind head.
c. Come up to a sitting position.
d. Touch right elbow to left knee.
e. Return to lying position and repeat on opposite side.
f. Repeat exercise 5 times, gradually increasing to 10 times.

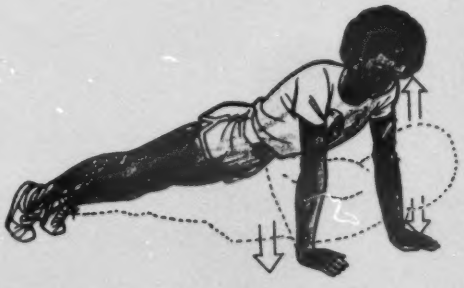
TEACHING SUGGESTIONS

- **Have a partner hold feet or place feet under a chair for support.**
- **Perform sit-up holding a basketball.**

2. Perform push ups.

TASK ANALYSIS

a. With body inclined forward, place weight on hands and feet.
b. Bend arms to bring chest to floor, then push up to original position.
c. Repeat exercises 5 times and gradually increase to 10 repetitions.



- **Start from kneeling position. Kneel with body inclined forward, placing weight on hands and knees. Bend arms to bring chest to floor then push up to original position.**

RUNNING WARM-UP

1. Run around the playing court.

TASK ANALYSIS

a. Run the length of the gym/court area.
b. Walk the width of the court.
c. Continue exercise, gradually decreasing the walking intervals.
d. Run around the gym 5 times, without stopping.

TEACHING SUGGESTIONS

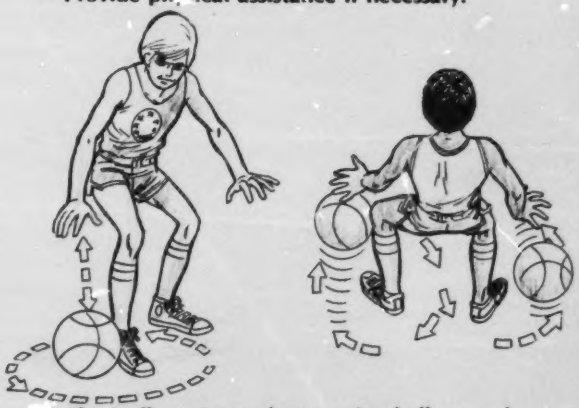
- **Have student run around the gym dribbling the ball.**
- **Organize game of tag. Same rules as tag with the variation that all players must be dribbling a ball.**
- **Provide physical assistance if necessary.**

BALL HANDLING DRILLS

1. Circle one leg at a time with the ball.

TASK ANALYSIS

a. Start with ball in right hand in front of body.
b. Bring ball back between legs.
c. Pass ball to left hand
d. Bring ball around to front and back to right hand.
e. Repeat exercise starting with left hand.



Physically assist student passing ball around his/her body.

- **Have student start with a circle around the ankles, then move it up around knees, then straighten body and pass ball around waist. Bend over and lower the ball gradually to knees, then ankles, then back up and so on.**

2. Pass the ball around both legs and body.

TASK ANALYSIS

a. Stand with feet close together, knees flexed.
b. Carry ball around left side of body with hand.
c. Pass to right hand and then around to the front again.
d. Repeat exercise changing directions frequently and around different parts of the body (ankles, knees, waist).

3. Pass the ball between his/her legs in a figure 8 pattern.

TASK ANALYSIS

a. Start with ball in left hand.
b. Pass ball between legs to right hand.
c. Pass ball around right leg.
d. Pass ball back through legs to left hand.
e. Repeat exercise.

- **Always start with ball in front, passing through legs to behind body.**
- **Demonstrate figure 8 pattern and provide student with physical assistance, if necessary.**
- **Dribble ball in figure 8 pattern, keeping ball low on the dribble.**

PASSING–LEVEL I

2.0 Given demonstration and practice the student will execute the necessary skills to participate in Level I basketball skills.

PASSING

1. Pass a basketball without traveling two out of three times.

TASK ANALYSIS

a. Release the ball with two hands in the anticipated direction.
b. Initiate ball release in front of the body.

TEACHING SUGGESTIONS

- **Stand behind the student and put your hands over the student's hands, holding the ball at chest level.**
- **Push hands (extending arms) forward, releasing the ball toward the wall or target.**

2. Chest pass a regulation basketball two out of three times.

TASK ANALYSIS

a. Assume a preparatory position with ball held at chest, thumbs behind ball and fingers to the sides of the ball, elbows bent and close to the body.
b. Forcefully push the ball away from chest (elbows extended.)
c. Release the ball with wrist and finger thrust.
d. Transfer weight from rear to front foot (preferably, front foot should be the opposite foot of the dominant hand).
e. Follow through in the direction of a target or teammate.

- **Repeat position standing behind student and forcefully push the student's hands forward, releasing the ball toward the wall or target.**
- **Repeat position standing behind student and push the student's hands forward (turning wrists inward and thumbs down) releasing the ball (extending fingers).**
- **Have the student clench fists and extend arms. Holding a balloon arms distance away have student strike the balloon.**
- **Stand behind student. Move the left/right foot forward simultaneously with the release of the ball. Lean student forward on toes of rear foot, transferring weight to front foot.**
- **Have student stand away from a wall and pass ball to the wall, gradually increasing the distance from the wall as he/she improves the skill.**

3. **Execute a bounce pass to a teammate three out of five times.**
   a. Grasp ball with both hands.
   b. Position hands on ball with thumbs up, palms facing out and fingers spread.
   c. Flex arms bringing ball to chest.
   d. Step in direction of pass.
   e. Aim ball slightly more than ½ the distance to teammate.
   f. Extend arms and wrists, turning palms downward and outward.

TEACHING SUGGESTIONS

- **Mark a spot on the floor slightly more than ½ the distance at teammate. Have student aim at spot.**
- **Pair off students for a game of catch. Have students experiment bouncing the ball beyond a marked spot, before the spot and on the spot.**

DRILLS

Wall Passing—Players stand away from wall and throw ball to wall, gradually moving farther away as skill increases. Use this drill to practice all types of passing and catching.

Catch—Passing between two individuals using the fundamental chest pass.

Circle Pass—Everyone forms a circle, the man inside the circle passes to everyone around the circle.

Team Pin Guard—Each team forms a circle. The object is to knock down an Indian club in the center of the circle with a basketball. One player from the opposing team is inside each circle for the purpose of protecting the club.

CATCHING–LEVEL I

CATCHING

1. Receive a basketball with two hands from a teammate two out of three times.

a. Stand facing teammate.
b. Extend both hands towards teammate holding the ball.
c. Position hands so thumbs are up, palms are facing forward and fingers are spread.
d. Step forward and grasp ball from teammate.
e. Repeat ball exchange 5 times.
f. Gradually increase distance until ball is being passed and caught in the air.

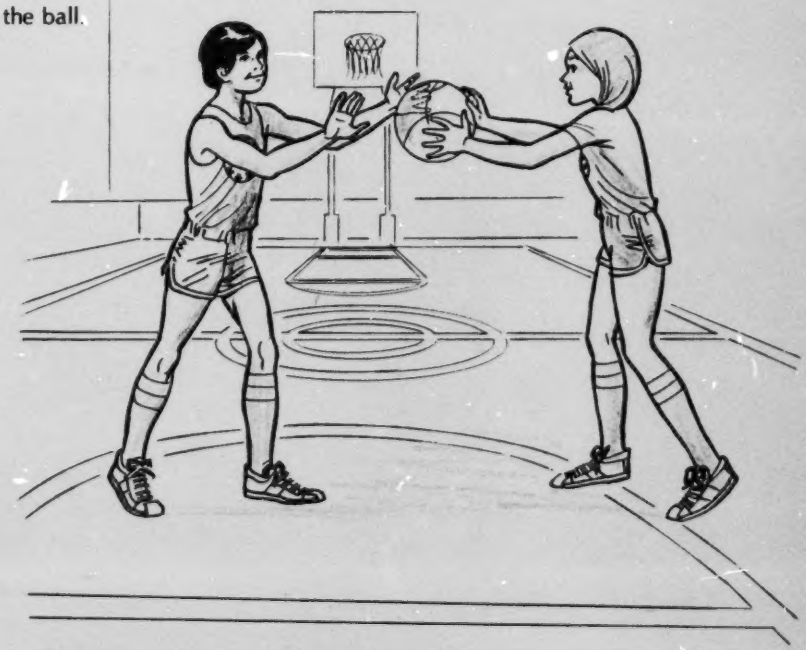
TEACHING SUGGESTION

- **Demonstrate catching progression from handing the student the ball to playing a game of catch.**
- **Practice sequence while in a sitting position.**

2. Catch a basketball from a teammate.

a. Focus eyes on ball.
b. Extend both hands toward direction of ball.
c. Position hands so thumbs are up, palms are facing forward and fingers are spread.
d. Step forward to meet the ball.
e. Give with arms to absorb the contact of the ball.
f. Grasp the ball securely.

- **Organize students into a circle. Stand in the middle of the circle and pass the basketball.**
- **Use playground/utility balls, nerf balls or beachballs if student is having difficulty catching the basketball.**



DRIBBLING—LEVEL I

DRIBBLING

1. Bounce the ball with one hand three out of five times.

TASK ANALYSIS

a. Hold ball with one or two hands.
b. Contact ball at waist height.
c. Tap ball by pushing downward with fingers and extending elbow.
d. Focus eyes on ball.
e. Continue bouncing ball in front of foot.
f. Dribble ball from a stationary position for five consecutive dribbles.
g. Try dribbling the ball with non-preferred hand.
h. Progress to dribbling the ball while walking.

2. Dribble while accelerating and decelerating in this manner.

TASK ANALYSIS

a. From a stationary position, accelerate to a moderate or fast run within 10 meters.
b. Decelerate to a walk from a fast or moderate run within 5 meters.

TEACHING SUGGESTIONS

- **Have the student drop the ball from waist height and catch it on one bounce. Progress to bouncing ball with two hands and then preferred hand.**
- **Use music to aid student in developing a rhythm while dribbling.**
- **Stand behind student and hold his/her preferred hand. As the ball bounces, tap the ball with the student's hand. Gradually decrease physical assistance.**
- **Encourage students to push with their fingers and not their palms.**
- **Emphasize eye contact with the ball.**
- **Let student experiment dribbling balls of different sizes.**

TEACHING SUGGESTIONS

- **From a stationary position, put one hand on the student's back, gently forcing student to run while dribbling. Do this for 10 meters.**
- **Put a cone 10 meters from start. Tie a rope around student's waist. Pull gently forcing the student to run while dribbling until student reaches cone (10 meters).**
- **After dribbling and running for 10 meters pull on back of student's uniform to slow down and finish the last 5 meters in a walk.**
- **Put a cone 5 meters from finish. After dribbling and running for 10 meters (to the cone) continue dribbling, but slow down and walk the last 5 meters.**
- **Use a whistle at 10 meters, signaling to start to decelerate to a walk.**

SHOOTING—LEVEL I

SHOOTING

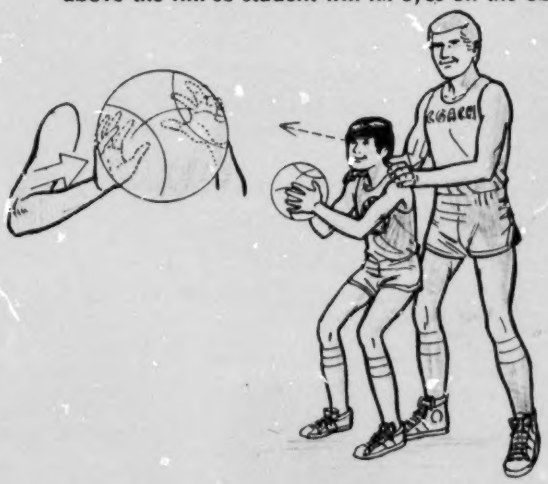
1. Shoot a basketball two out of three times.

TASK ANALYSIS

a. Focus eyes on basket.

TEACHING SUGGESTIONS

- **Stand beside the student, and lift head up, so student focuses eyes on basket.**
- **Tape an object (balloon, funny face, etc.) on the end of a stick or pole. Put the stick through and above the rim so student will fix eyes on the ob-**



b. Propel ball from approximately shoulder height with one hand pushing and the other hand supporting the ball.

- **Position ball at approximately shoulder height with shooting hand in pushing position (behind the ball; lower half of the ball) and the other hand in supporting position (in front of ball).**

2. Shoot a regulation basketball, from at least 3 to 4 meters (hitting the rim or making a basket), one out of three times.

a. Assume a ready position (feet in a stride position, lead foot on same side as shooting hand; knees and hips slightly flexed; eyes on target).

- **Position the student's feet in a stride position (lead foot on same side as shooting hand). Push down on student's shoulders until knees and hips are slightly flexed. Lift student's head up, so he will focus eyes on basket.**
- **Put a footprint, base, etc. for student to place lead foot. Tape an object on the end of a stick or pole. Put the stick through and above the rim so student will focus eyes on the object.**

TASK ANALYSIS

b. Balance ball in the fingers of shooting hand and supported with non-shooting hand.
c. Bring ball to approximately shoulder height, elbows flexed, with ball positioned slightly away from the body.
d. Coordinate extension of knees, hips and ankles, with shooting arm extending upward and forward toward the basket.
e. Flex wrist and fingers to guide ball on release.
f. Follow-through with shooting hand remaining instantaneously in the release position.
g. Smooth integration of skill sequence.

TEACHING SUGGESTIONS

- **Have student shoot from 3 meters away from the basket and concentrate on proper mechanics and body rhythm for release of shot (gradually move student back to the foul line).**
- **If possible, lower basket height to accommodate needs of students.**

3. Shoot a lay-up with a 20-25 centimeter ball, within 2 meters of the basket (without traveling) by hitting the backboard or rim, or making a basket, at least two out of three shots.

TASK ANALYSIS

a. Support ball with shooting hand behind the ball and non-shooting hand under the ball.
b. Focus eyes on target.

- **Position ball in the shooting hand (hand behind the ball; middle to lower half of the ball) spreading fingers slightly. Support the ball with non-shooting hand (under the ball).**
- **Tape a handprint on the ball (shooting hand). Put a piece of tape under the ball (non-shooting hand).**
- **Stand beside the student, lifting his/her head up, so student will fix eyes on the target (backboard).**
- **Tape a piece of red colored paper on the backboard. One on each side of the basket.**

TASK ANALYSIS

c. Propel ball from above the shoulder with shooting hand pushing the ball and the non-shooting hand supporting the ball.

TEACHING SUGGESTIONS

- **Position the ball above the student's shoulder with shooting hand in pushing position (behind the ball; lower half of the ball). Position non-shooting hand in a support position (under the ball).**
- **Put a handprint on the ball (shooting hand). Put a piece of tape on the bottom of the ball (non-shooting hand).**

4. Shoot a lay-up with a regulation basketball, 2 meters from the basket, hitting the backboard or rim or making a basket at least two out of three times.

TASK ANALYSIS

a. Assume ready position with feet in a short stride position (lead foot on same side as shooting hand), knees and hips slightly flexed, eyes on target.

b. Hold ball in fingers of shooting hand and supported with non-shooting hand.

- **Position the student's feet in a short stride position (lead foot on same side as shooting hand). Push down on student's shoulder until knees and hips are slightly flexed. Lift student's head up so he will fix his eyes on the backboard.**
- **Put a footprint, base, etc. for student to place lead foot (same side as shooting hand). Tape a piece of red colored paper on the backboard (one on each side of the basket). This will aid student to fix eyes on the backboard.**
- **Position ball in the shooting hand (hand behind the ball; middle to lower half of the ball) spreading fingers slightly. Support the ball with the non-shooting hand (under the ball).**
- **Tape a handprint on the ball (shooting hand). Put a piece of tape under the ball (non-shooting hand).**

TASK ANALYSIS

c. Take a short step and jump vertically off lead foot (left foot for righthanded shooters).

TEACHING SUGGESTIONS

- **Assist student in taking a short step with the foot opposite his shooting hand. Upon stepping, push down on student's shoulders slightly flexing his hips and knees, then lift him up (extending hips, knees, and ankles) and have him push off with toes of lead foot.**
- **Put a base or footprint for student to step onto (foot opposite his shooting hand). Hold a pole with a bell attached to it above the student's head. Student must jump and ring the bell with his shooting hand.**

d. Push ball toward backboard by extending the arm and flexing the wrist to guide the ball on release.

- **Put your hand over the back of the student's hand and extend her arm upward and toward the backboard. Slightly bend student's wrist back (flex).**
- **Tie a string loosely to shooting arm and knee of same side. String will become tight upon extension of shooting arm. Put a piece of tape on student's wrist (identifying wrist).**
- **Model the lay-up shot with the extension of your shooting arm up and toward the backboard. Flex your wrist.**

e. Follow through with shooting hand remaining in the release position momentarily.

- **Hold student's hand in the release position (arm, wrist, and fingers extended) after the shot.**
- **After the shot, have the student keep her shooting hand in the release position for two counts.**

DRILLS

Shooting for Time—Have student shoot at basket for 30 seconds. Award 3 points for a basket; 2 points for hitting the rim; and 1 point for hitting the net.

Progression—Mark off 1 meter increments directly in front of basket in lane area. Student attempts making 2 out of 5 shots from the first mark. Student continues to the succeeding increments attempting to make 2 out of 5 shots at each mark. If the student misses more than three shots at any mark, he/she moves back to the next lower increment.

REBOUNDING

1. Retrieve an uncontrolled basketball inbounds (either a ball rebounded on the floor or a mishandled ball), two out of three times.

TASK ANALYSIS

a. Run to the ball.
b. Firmly grasp the ball, with two hands, while staying in the playing area.

TEACHING SUGGESTIONS

- **Stand behind the student and gently apply pressure to his back, forcing him to run to the ball.**
- **Put a spotting belt or rope around the student's waist. Run and pull gently on the rope forcing the student to run to the ball.**
- **Put your hands over the student's hands and firmly grasp the ball. Ball must be retrieved in the playing area.**
- **Put a piece of tape on each of the student's hands to remind him to grasp the ball with two hands. After the ball hits the floor, count to three, in which time student should have retrieved the ball. More than likely ball will still be in playing area.**

2. Secure a ball rebounded from the rim or backboard two out of three times.

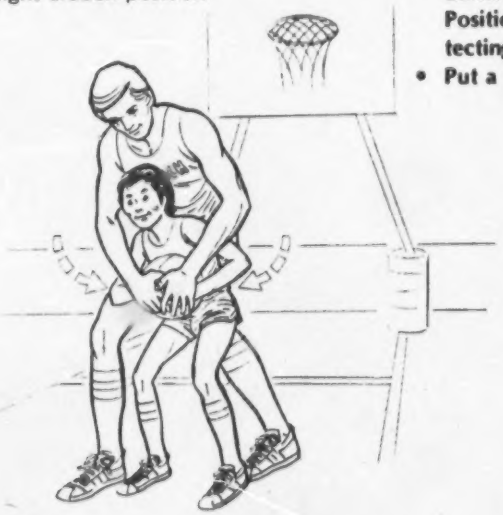
a. Assume a preparatory position (feet approximately shoulder width apart; ankles, knees and hips slightly bent, hand above shoulders) 1 to 2 meters from the basket and between the opposing rebounder and the basket.

TEACHING SUGGESTIONS

- **Position student into a preparatory position 1 to 2 meters from the basket and between the opposing rebounder and the basket. Move feet shoulder width apart, put your hands on student's hips and push down (slightly flexing hips and knees). Hold student's hands above his shoulders, bending his elbows.**
- **Have student stand on footprints. put a big sheet of paper on the wall and draw a side view of body position. Emphasize knees out in front of body (bent). Draw front view of body position. Emphasize hands above shoulders and elbows bent.**

b. Vertically jump toward rebounded ball so that the ball is caught at the peak of the jump.

c. Hold ball firmly at midsection of body with two hands, body in slight crouch position.



TEACHING SUGGESTIONS

- **Have students bend down. Hold students by the waist. Time the ball off the backboard and lift the student up toward the ball. Student should be grabbing the ball at the peak of his jump.**
- **Stand on a chair or bench holding the ball out of the reach of the student. At the peak of the student's jump, drop the ball into his hands.**

- **Put your hands over student's hands. Bring hands down to midsection of his body with two hands. Position body in a slightly crouched position, protecting the ball.**
- **Put a piece of tape on midsection of body (shirt).**

DRILL

Tapping Against Backboard— Throw ball up against backboard and tap ball as many times as possible. Keep arms fully extended when making a tap and control ball with fingertips. Continuous jumping helps develop leg and body coordination.

DEFENSIVE PLAY

1. Demonstrate a functional defensive stance.

TASK ANALYSIS

a. Place feet shoulder width apart with knees and hips slightly flexed.

b. Spread and flex arms at elbows with hands up.

c. Focus eyes on opponent.

TEACHING SUGGESTIONS

- **Spread the student's feet out shoulder width. Gently push down on the student's shoulders, forcing him to slightly bend his hips and knees.**
- **Place footprints shoulder width apart for student to stand on.**

- **Stand behind the student and hold him by the hands. Extend her arms out to the sides. Bend her arms at the elbows so that her hands are up.**
- **Trace a body with arms out, elbows flexed, and hands up. Tape it on the wall.**

- **Lift student's head up (forcing eye contact on opponent).**
- **Take a 30 centimeter square piece of cardboard. Paste a red piece of paper on one side and have a green piece of paper on the other. Have the offensive player hold up the piece of cardboard at chest level. Defensive player will have to look at the cardboard to name the color.**

SPORTS SKILLS ASSESSMENT —LEVEL II

Instructions

The Sports Skills Assessment —Level II is designed for higher skill level students. The test determines the student's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, and up the total number of boxes, add 30 and indicate the student's present level of ability (i.e., Star, Super Champ, Superstar, etc.). If the student is performing at a lower skill level than measured in the Skill Assessment—Level II, re-evaluate the student utilizing Skill Assessment—Level I.

Skills Assessment — Level II

Scoring Level— indicates the student's level of achievement

31-40 STAR
41-50 SUPER CHAMP
51-60 SUPERSTAR

Test Item #1 **Dribbing Skills**

- ☐ Dribbles and controls ball while running the length of the court.
- ☐ Dribbles the ball along a straight path.
- ☐ Dribbles and controls ball while moving in, out around and through a series of obstacles.
- ☐ Accelerates or decelerates dribbling speed on cue (whistle).
- ☐ Dribbles and controls ball while being guarded.

Test Item #2 **Catching Skills**

- ☐ Catches a pass while running forward.
- ☐ Receives a pass and dribbles the ball.
- ☐ Catches a pass.
- ☐ Catches an inbound pass while being defended.
- ☐ Catches an outlet pass without traveling.

Test Item #3 **Passing Skills**

- ☐ Passes ball to a moving teammate 5-10 meters away.
- ☐ Passes ball from the dribble to a moving teammate 5-10 meters away.
- ☐ While guarded, passes ball to a teammate.
- ☐ Passes ball to a teammate being guarded.
- ☐ Passes ball and moves to open position to receive a return pass.

Test Item #4 **Shooting Skills**

- ☐ Shoots the ball from the key with 50% accuracy.
- ☐ Shoots a basket from 3 different places in the front court.
- ☐ Shoots free throws with 40% accuracy.
- ☐ While moving, receives a pass and shoots a basket.

Test Item #5 **Rebounding Skills**

- ☐ Catches a ball rebounding off the backboard from a standing position.
- ☐ Rebounds a missed shot in the air.
- ☐ Jumps and rebounds a missed shot in the air under control.
- ☐ Rebounds a missed shot and passes the ball to a teammate (defensive boards) or takes the shot (offensive boards).

Test Item #6 **Defensive Play**

- ☐ Guards offensive player without the ball.
- ☐ Blocks a pass between two players.
- ☐ Intercepts and controls a pass between two players.
- ☐ Intercepts a pass while in motion and passes onto another teammate.

Test Item #7 **Knowledge of Game**

- ☐ Identifies floor boundaries (center line, lanes).
- ☐ Adapts ability to pass, dribble, shoot and block.
- ☐ Understands violations (double dribble, traveling, back court violation, time violation).
- ☐ Understands personal fouls (charging, blocking, goal tending, tripping, holding, pushing).
- ☐ Plays cooperative and competitive; adapts to changes both offensively and defensively.

_____ TOTAL SCORE

DRIBBLING—LEVEL II

DRIBBLING

1. **Dribble a regulation basketball at least 15 meters (without double dribbling) with the preferred hand while running in a straight line.**
   a. Push ball at an angle to the floor so it rebounds to a point at waist height in the front of the hip on the dribbling arm side.

   b. Switch eye contact from ball to direction of travel and back again, in order to control ball and travel in desired direction.

   c. Come to a complete stop before the final bounce.

TEACHING SUGGESTIONS

- Run alongside the student with one hand on his back, gently forcing student to run while dribbling. Identify body part (touch student's waist). Try to keep his hand at waist height (pull hand up if below waist, push hand down if above waist.).
- Mark a line on the floor 15 meters long (with masking or colored tape). Tie a rope around student's waist. Pull gently, forcing the student to run while dribbling.
- Put a piece of tape or a sticker on the student's waist, as a reminder to dribble waist high.
- Hold up one of two objects that student can easily identify (colored or numbered cards). Student will identify object while continuing to dribble keeping the ball under control.
- Have students dribble while walking to midcourt and back.
- Run alongside the student while he is dribbling. Lift student's head up (forcing eye contact off of ball and in direction of travel). Do this three or four times within 15 meter distance.
- Mark a line on the floor 15 meters long (with masking tape or colored tape). Stand at end of the line. Put cones at intervals of five meters beside the line. When student comes to a cone, he must stop watching the ball and look at the teacher (at the end of the line).

- Have the student dribble and run 15 meters. Right before the final bounce, pull gently on the back of the student's uniform, signaling the student to stop and catch the ball.
- Mark a line on the floor 15 meters long (with masking or colored tape). Put mat on the floor at the end of 15 meters. Student must stop and catch the ball before stepping on the mat. Students cannot step on the mat.

DRILLS

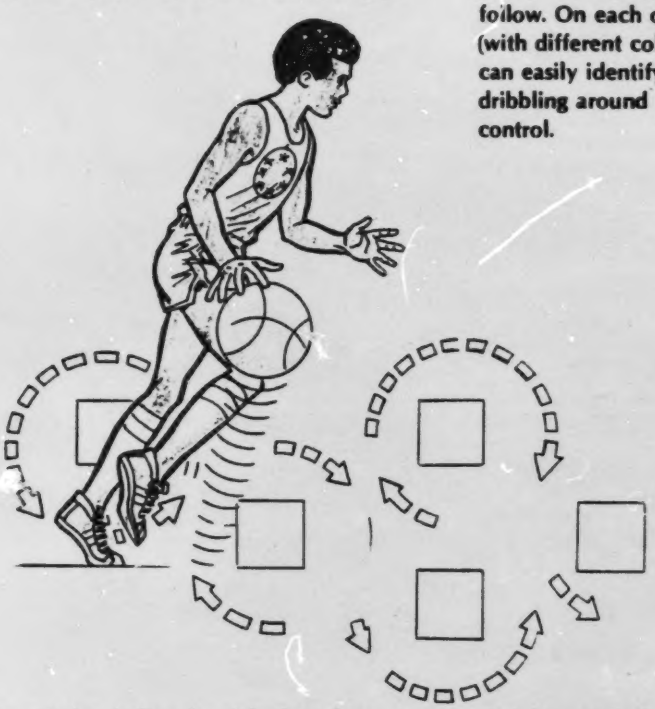
- **One Knee Dribble**—Students kneel on one knee and bounce the ball with same hand as kneeling knee. This drill will help develop proper hand and arm action.
- **Variations To The One Knee Dribble Drill:** (1) Move ball backward and forward (2) Dribble ball around to opposite side and change hands. (3) Move ball under leg to other hand. (4) Repeat above drills from a standing position.
- **Obstacle Course**—Have student dribble around 2 cones in a circle pattern. Record the number of cones passed in a 30 second period.
- **Relay**—Split class into two groups and conduct a relay race.
- **Dribble for Time**—Have student dribble the ball continuously for 30 seconds. Count the number of bounces. Counting stops when the ball rolls away or the 30 second period ends.

DRIBBLING

2. Run and dribble a regulation basketball around five stationary obstacles placed at 3 meter intervals, from the starting line.

TASK ANALYSIS

a. Switch eye contact from ball to obstacles and back again, in order to control ball and travel in desired direction.



b. Momentarily switches ball to hand farthest from obstacle (one-two bounces) keeping body between ball and obstacle without breaking bouncing rhythm or running stride.

c. Smooth integration of skill sequence.

TEACHING SUGGESTIONS

- **Run alongside the student while he is dribbling around the obstacles. Lift student's head up (forcing eye contact off of the ball and on obstacles). Do this once at each obstacle.**
- **Mark off (with tape, chalk, bases, etc.) the pattern around the obstacles you want the students to follow. On each obstacle attach a piece of paper (with different colors, numbers, etc.) that students can easily identify. Student will identify object while dribbling around the obstacle, keeping the ball under control.**

- **Run alongside the student while he is dribbling around the obstacles. Touch the hand the student should be dribbling with (body between the ball and the obstacle). Do this at each obstacle.**
- **Mark off (with tape, chalk, bases, etc.) the pattern around the obstacle you want the students to follow. Use two colors to distinguish between right and left hand (e.g. wrist bands). Say the color of the hand you want the student to dribble with. Have the student keep dribbling (body between the ball and the cone).**

DRILLS

Movement Drill—Students face the instructor and follow his/her movements. As the instructor shifts right, left, forward or any direction, students move in the same direction. When students shift right or left they should be dribbling the ball with the opposite hand.

Dribbling Relay—the object is for one team to complete the dribble course first. A ball is given the player at one end of each line (diagonally opposite). On a signal each player dribbles to his left all the way around the rectangle formed by the two teams. When he reaches his starting point, he hands the ball to the next player, who dribbles around the rectangle.

PASSING—LEVEL II

3.0 Given demonstration and practice the student will execute the necessary skills to participate in Level II basketball skills.

Passing

1. Perform a mature chest pass pattern with a regulation basketball two out of three times.

TASK ANALYSIS

a. Pass a basketball 5 meters with no more than a 1 meter arc.
b. Pass a basketball to a stationary target.
c. Pass from a slow run to a moving teammate (at least 2 meters away) by passing slightly ahead of the runner.

TEACHING SUGGESTIONS

- **Tape pieces of colored paper on the wall at various heights between 1 and 2 meters and have the students pass at the targets.**
- **Using a weighted ball, have the student pass the ball to the instructor from 3 to 5 meters away. (Builds upper body and arm strength)**
- **Have the student chest pass a ball at a target (piece of colored paper, balloon attached to a wall or another student) at least 3 meters away.**
- **Stand behind and in close contact to the student. Gently tap student to start dribbling (as student starts dribbling teammate will start to run slowly). Have the student dribbling stop and pass the ball from chest level slightly ahead of his/her teammate. Physical cues and assistance may be necessary when teaching this drill.**

2. Perform a baseball pass to a teammate two out of three times.

TASK ANALYSIS

a. Assume a basic offensive stance, grasping ball with both hands.
b. Draw throwing arm back behind ear, using non-throwing arm as a guide.
c. Step forward and extend non-throwing arm for balance.
d. Extend throwing arm forward while stepping forward wth opposite foot.
e. Transfer weight from rear foot to front foot.
f. Release ball at teammate with throwing arm following through across the body.

- **Have student practice baseball pass with different size balls. A smaller ball may be better to use during the initial teaching stages. Gradually increase the ball size to a regulation basketball.**
- **Place footprints on the floor to show student proper foot placement and foot movement.**

DRILLS

Passing Drill—Two players run the length of the court and back, passing the ball back and forth as fast as they can.

Keep Away—Arrange two teams in a scattered formation within a designated playing area. Members of one team pass the ball among themselves, trying to keep the ball from the other team. Adapt game to number of successful passes per team.

Guard Ball—the object is for players on the team outside the boundaries to pass the ball back and forth between the players in the center. The players in the center block the ball as they would if they were guards in basketball. A ball thrown above the height of the players does not count. After 3 minutes, the teams change positions.

SHOOTING

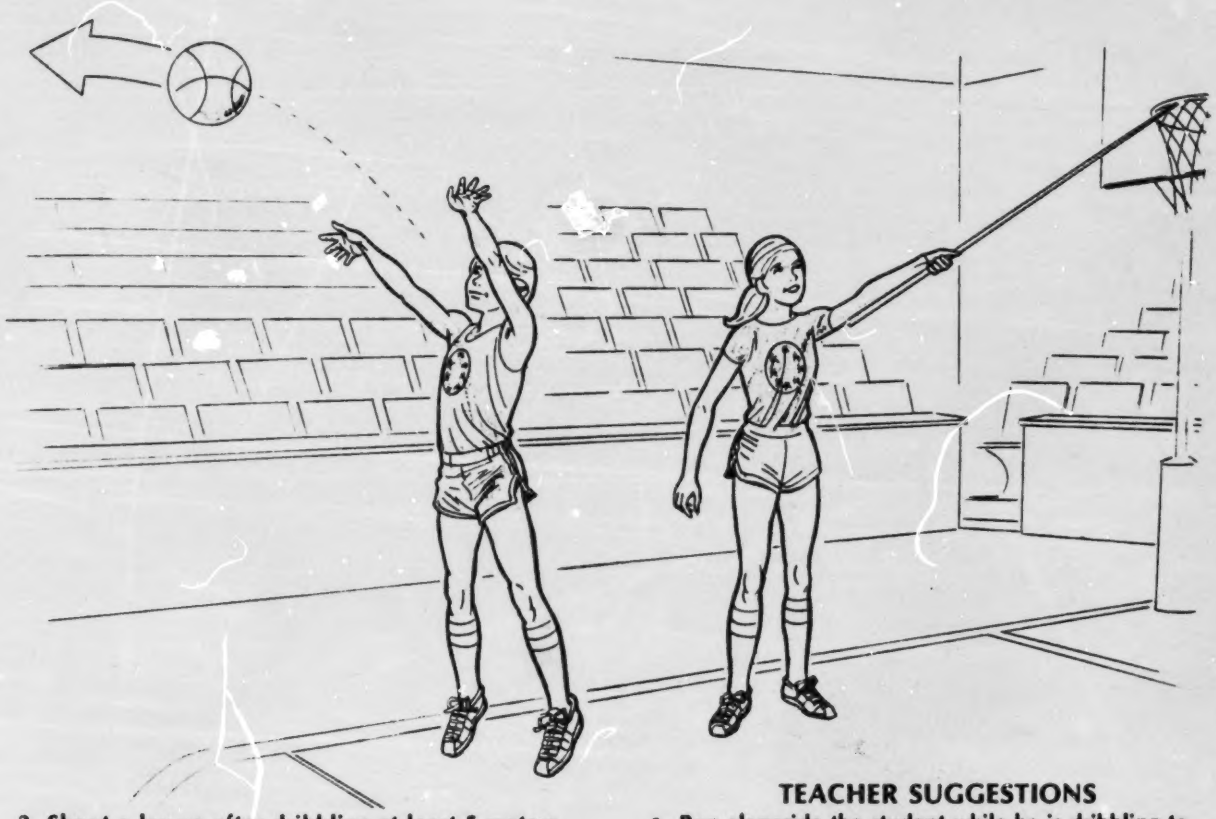
1. Shoot a regulation basketball, with accuracy, from between 4 and 5 meters from the basket by hitting the rim or making a basket one out of three times.

TASK ANALYSIS

a. Project the ball so that the arc is at least 1 meter above the rim.

TEACHING SUGGESTIONS

- **Increase flexion in student's knees and hips and emphasize a more forceful extension of the shooting arm.**
- **Stand approximately 2 meters from the basket. Hold up a pole (sheet of colored paper taped to the end).**



2. Shoot a lay-up after dribbling at least 5 meters (without double dribbling) hitting the backboard or rim, at least two out of three times.

TASK ANALYSIS

a. Approach the basket at moderate speed, keeping the ball under control while dribbling.

b. Approach the basket from both the left and right sides.

TEACHER SUGGESTIONS

- **Run alongside the student while he is dribbling to the basket. Lift student's head up (forcing eye contact off the ball and on the backboard).**
- **Put base or piece of tape one meter from the basket. Put pieces of red paper (30 centimeters square) on each side of the basket. Have the students dribble and look at the red paper. Have them stop when they get to the base.**

DRILLS

Foul Shooting—Using the shot that is your best shot, aim from the foul line and concentrate on proper mechanics and body rhythm for release of the shot.

Length of the Court Lay-up—Dribble down length of court. Keep head up. Slow down at foul line of your basket. Push off floor as high as you can and keep shooting arm extended as straight as possible. Put ball inside the square marking on the backboard.

REBOUNDING –LEVEL II

REBOUNDING

1. Rebound from a defensive position two out of three times.

TASK ANALYSIS

a. Rebound from a defensive position by: (1) grasping the ball, (2) holding and protecting the ball with both hands, (3) pivoting, and (4) passing to an unguarded teammate who is standing between the rebounder and the home basket (his offensive basket).

TEACHING SUGGESTIONS

- **After grasping the ball, have the student keep one foot stationary while turning him to look for an unguarded teammate. With your hands over his, pass it to his teammate.**
- **Put the same color shirt (pinnie) on those students who are on the same team.**
- **Demonstrate rebounding, pivoting, and passing the ball to an unguarded teammate standing between you and your offensive basket.**

2. Rebound from an offensive position two out of three times.

a. Rebound from an offensive position by grasping the ball, jumping vertically toward the basket, and shooting a lay-up shot.

- **After grasping the ball, push down on student's shoulders slightly flexing his hips and knees, then lift him up (extending hips, knees, and ankles) and have him push off toes of lead foot. Put your hand on student's hand, extending it upward and toward the backboard.**
- **Put a piece of paper (30 centimeters square) on the backboard for student to shoot at for a lay-up. After student grasps the ball he should shoot a lay-up before you count to three.**
- **Demonstrate rebounding, jumping vertically toward the basket and shooting a lay-up shot.**

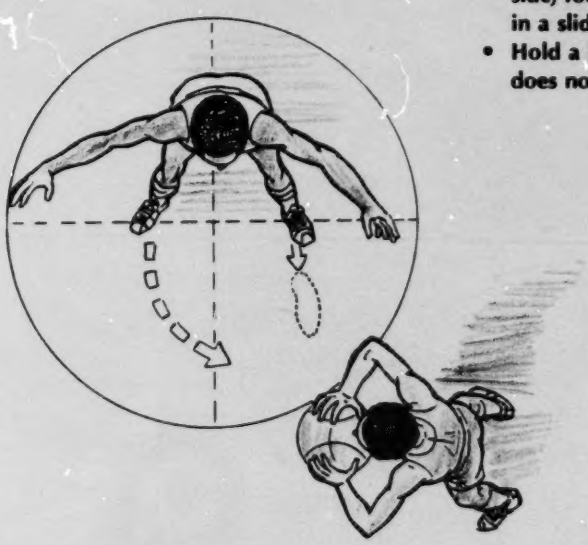
DEFENSIVE PLAY

1. Maintain a mature defensive position for approximately 6 meters, while moving and changing directions (right, left, forwrd, backward).

TASK ANALYSIS

a. Use a sliding step while moving right and left so that the feet do not cross over.

b. Use a sliding step while moving forward and backward by slightly pivoting the body (approximately 45 degrees).



TEACHING SUGGESTIONS

- **Have student stand with feet shoulder width apart. Move feet in a sliding motion (alternating feet, but not crossing over).**
- **Hold a broom handle between legs so that student does not cross over (forces student to slide).**

- **Position student in a defensive stance at approximately a 45 degree angle from the offensive player. To move backward, first move rear (outside) foot back a step, then move front (inside) foot back in a sliding motion. To more forward, first move front (inside) foot up a step. Then move rear (outside) foot up in a sliding motion. Feet should not cross over.**
- **Hold a broom handle between legs so that student does not cross over (forces student to slide).**

DEFENSIVE PLAY—LEVEL II

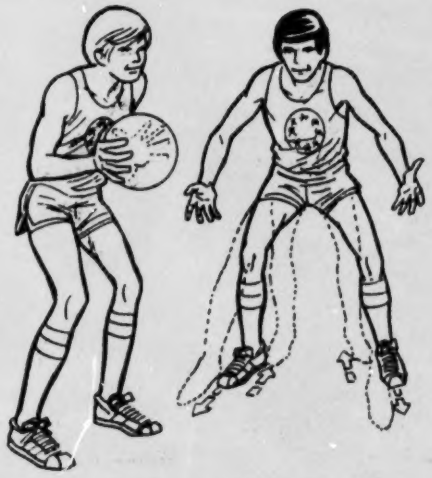
TASK ANALYSIS

c. Use in combination, forward, right and left movements.

TEACHING SUGGESTIONS

- **Movement will be forward, right, backward, forward, left, backward. Position student in a defensive stance at approximately a 45 degree angle from the offensive player. Move student's feet in a sliding motion (step and slide), alternating feet, but not crossing over.**
- **Hold a broom handle between the student's legs, so that he does not cross over (forces student to slide).**

d. Use a sliding step and stay between the basket and the offensive player.



- **Model a mature defensive stance using a sliding step movement and staying between the basket and the offensive player.**
- **The offensive player can dribble in any direction. Move the defensive player into position (between the basket and the offensive player) accordingly.**
- **Tie a rope around the offensive player's waist. Have another student stand under the basket holding the rope. For the defensive player to be between the basket and his opponent his body should be touching the rope. This can only be used when moving to your right or left.**

DRILLS

Mirror Drill—Have each student assume the correct defensive position. Have student mirror you as you change directions. Remind students to slide from side to side.

Keep Away—Arrange two teams in a scattered formation within a designated playing area. One team passes the ball among themselves trying to keep ball from the other team. This drill develops passing, catching, pivoting, and dribbling skills.

One on One—Any number of players pair off and face each other in scattered formation. Without a ball, one player attempts to run past the other. Defensive player must move body into position to stop offensive player. Arms and feet may not be used to stop player—only the trunk. Do not allow defensive player to lean into opponent.

Variations: (1) Repeat drill with a ball. (2) Repeat drill with a ball and dribble toward basket.

4.0 Given a regulation or modified game of basketball the student will exhibit good team tactics at all times.

TEAM POSITION

1. **Assume all positions for team play when given instruction 100% of the time.**
   a. Identifies own team and opponent's team.
   b. Knows that five players are on a team.
   c. Distinguishes offensive and defensive goals.
   d. Understands his/her playing area.

TEAM TACTICS

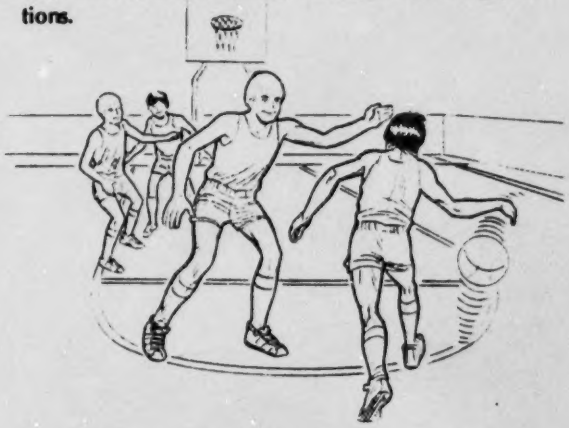
1. **Maintain position 75% of the time.**
   a. Assumes proper position (guard, forward, center).
   b. Walks up and down court maintaining position.
   c. Jog up and down court maintaining position.
   d. Move in a controlled running pattern as a team.

2. **Pass the ball while maintaining his/her position.**
   a. Assume proper position
   b. Inter-pass ball while standing
   c. Inter-pass ball while moving to various sections of the court.
   d. Continue passing among teammates dribbling only two times before each pass.
   e. Add an opponent, then two or three.

The student will demonstrate the ability to actively participate in the game 75% of the time.
   a. Plays position properly.
   b. Plays ball as soon as it can be reached.
   c. Executes short passes, controlled dribbling, rebounding, blocking, and good shot selection.
   d. Understands offensive team play (dribbling, passing, and shooting).
   e. Understands defensive play.

TEACHING SUGGESTIONS

- **Discuss importance of playing and being responsible for each particular position's area.**
- **Color code offensive and defensive goals. Red team shoots at red goal, blue team at blue goal.**
- **Use a felt board and assist student in labeling positions.**



- **Have students walk up the court and back as a team, maintaining their positions. The concepts of space, time and flow are important.**
- **Students run up the court and back as a team, maintaining their positions.**
- **At certain intervals have the students freeze; guide each individual to the proper position and indicate in a positive fashion his/her role and responsibility to the team.**

DRILLS

Zone Basketball—students are required to remain in their zone or area throughout the game. The game is excellent for learning position and refining passing skills.

Ball Chase—select seven players to be on the offensive team. Four players are selected and placed on the defensive team. The offensive team attempts to pass the balls as many times as possible to each other without it being intercepted by the defensive team. The defensive team attempts to intercept the passes.

Side Game—Play a small side game 3 vs. 3. Emphasize control and pace when moving on the court. Do not add defense yet. Keep game slow or half speed at first. Progress to game controlled speed. Have students spring 5 meters to open position after passing the ball. Employ a number of available point systems depending on the skill level, fitness, experience and student ability. Points or other awards could be rewarded for passes, assists, steals, etc.

5.0 Given regulation or modified rules and scoring, the student will adhere to those scoring rules and regulations while playing.

RULES

1. **Demonstrate knowledge and understanding of the basic rules of the game 75% of the time.**
   a. Stops play at whistle.
   b. Dribbles, passes, and shoots towards opponent's goal.
   c. Identifies own team's and opponent's goals.
   d. Identifies boundaries and knows when ball is in play.
   e. Knows jump ball in center circle starts game.
   f. Knows after each goal, ball is put into play by the team that did not score from the out-of-bounds area at the end of the court at which the basket has been scored.
   g. Knows a field goal counts as two points and a free throw as one.
2. **Demonstrate the ability to recognize (and accept consequences of) minor violations 75% of the time.**
   - Double dribble
   - Carrying or palming the ball
   - Traveling
   - Up and down
   - Improper throw-in
   - Free-throw violations
   - Out-of-bounds

   b. Recognizes time violations:
   - Three seconds in lane
   - Ten seconds over midcourt line

3. **Demonstrate the ability to recognize (and accept consequences of) major violations 75% of the time.**
   - Charging
   - Blocking
   - Goal tending
   - Tripping
   - Holding
   - Pushing

   b. Identifies technical fouls:
   - Delay of game
   - Unsportsmanlike tactics
   - Illegal entry
   - Excessive time-outs

TEACHING SUGGESTIONS

- **Demonstrate violations and have students identify each.**
- **During a game, freeze action when violation occurs.**
- **Discuss the consequences of minor violation (i.e., loss of possession)**
- **Count out loud the time so students are constantly aware of the time limits**
- **Demonstrate violation and have students identify each.**
- **Discuss the consequences of personal fouls.**

6.0 Given a regulation or modified game of basketball the student will exhibit good sportsmanship with teammates and opponents at all times.

1. Exhibit competitive effort 75% of the time.

a. Puts forth maximum effort during game.

b. Learns to use physical attributes in beating an opponent to the ball.

TEACHING SUGGESTIONS

- **Those students who do not put forth any effort while playing basketball or not paying attention will be put into a penalty box for a predetermined period of time.**

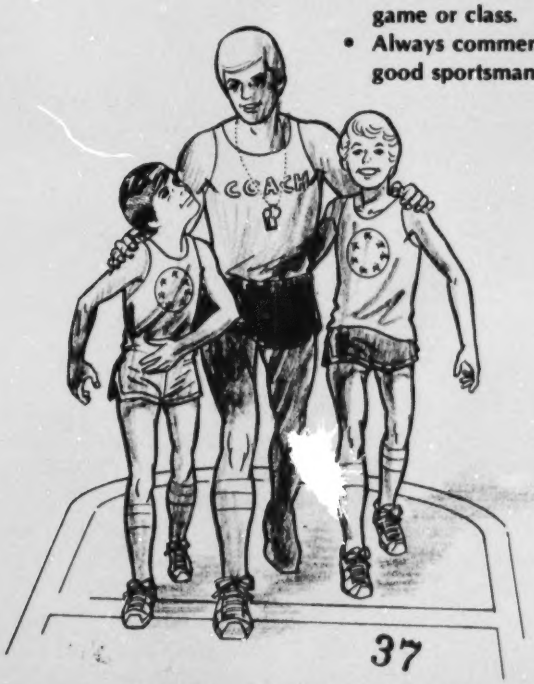
2. Exhibit fair play at all times.

a. Does not consistently infringe on the rules of the game.

b. Respects the decision of the referee.

c. Demonstrates good sportsmanship.

- **Discuss basketball etiquette, such as retrieving fair share of out-of-bounds balls; congratulating opponent after all games, win or lose; controlling temper and behavior at all times; waiting for opposing player to return to the court of play before putting the ball into play.**
- **Give sportsmanship awards or tokens after each game or class.**
- **Always commend students when they demonstrate good sportsmanship.**



MODIFICATIONS AND ADAPTATIONS

The focus of this Basketball Guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the child into experiences loaded with failure. To provide positive experiences means that many students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations include:

MODIFYING THE RULES OF AN ACTIVITY

This can be accomplished in several ways. Some of the common team sports such as basketball have rules which are very complex. Special Olympians are often denied the experience of the game because of the frequent stops due to rule infractions. Therefore, teachers should not be reluctant to modify the rules (e.g., four instead of two steps between dribbles) as long as the major objective of the game (i.e., putting the ball into the basket) is not disturbed.

ACCOMMODATING THE STUDENT'S SPECIAL NEEDS

Baskets may be lowered for Special Olympians with upper extremity weakness. Audible basketballs or the sound of the coach's voice can be used to aid a visually impaired student passing or catching a basketball.

AVOIDING ELIMINATION GAMES

Most activities in physical education can be structured to include rather than exclude students. Simple games such as tag while dribbling the basketball can be altered by requiring students to do five sit-ups or possibly freeze for 10 seconds before continuing in the game. A shooting game such as HORSE could be altered by the student doing five pushups every time he/she misses. Developing activities that include rather than exclude students requires only a teacher who is sensitive to the needs of students.

ENCOURAGING CREATIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you dribble the ball with your right hand/your left hand?", "Can you dribble low/dribble high?", "Can you show me two ways of passing a basketball?". Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these commands would be apparent from student to student depending on the level of ability and severity of impairment.

REDUCING PLAYING AREA

Special Olympians with gross motor deficits and/or associated disorders with movement limitations will benefit from activities in which their area or responsibility or coverage is reduced. Cross court or half court basketball games could be substituted for full court games. Adaptations such as these permit an equalizing of ability based on students' movement capabilities.

CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communication systems that are specific to their needs. For example, verbally explaining a task may not match up well with some student's information processing systems. Information which is more specific might be provided in other ways. The instructor or peer teacher, for example, could simply demonstrate the sports skill. Also, a student could be permitted to "feel" the skill by holding onto the teacher's arms as the instructor demonstrates a skill such as the chest pass. Some students may need not only to hear or see a skill, but also to read a descripton of the skill. This need can be met for poor or non-readers through the use of a poster board to which stick figures are attached to show the sequence necessary for a skill like the one hand set shot.

MODIFICATION EQUIPMENT

Successful participation in sports for some students requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the individualized education program. If special equipment is necessary to help a student progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.

ADAPTATIONS

More specific adaptations for associated impairments are listed below:

Orthopedic Impairments

- Allow an offensive player more time in the key.
- Lower the goal.
- Use wheelchair basketball rules.

Auditory Impairments

- Use and teach hand signals.

Visual Impairments

- Use an audible ball.
- Use an audible goal locator or sounding device near the goal.
- Allow two-handed dribbling, if necessary.
- Allow the defense to put their hands on the offensive player, but not in rough contact.
- Call the name of the visually impaired person when the ball is passed to him/her.
- Roll or bounce the ball to the visually impaired person.
- Participants wanting to receive a ball pass should vocalize their intent and location.

Barrel Basketball

A. Equipment
- 31.6cm playground ball
- furniture packing barrel with both ends open
- tape for making restraining and shooting lines

B. Rules
- The participant must throw or shoot from all three marks. Each mark shall be a different color to encourage progression and success for the further distance. The restraining marks shall be at least 7.59cm wide and .91cm long. The restraining lines shall be at measured distances of 1.06m and 2.74m from the barrel. The lip of the bottom of the barrel should rest on a straight line.
- "1,2,3" and a short whistle blast should be the starting signal
- It is hoped that the barrel would be painted or decorated. Bells may be attached just below the rim for auditory stimulations.

Note: Excellent for profoundly retarded and wheelchair athletes.

Cross Court Basketball—all rules, age, divisions, equipment & scoring would be the same as found in the 5.0. Rulebook except for:

A. Utilization of only half of the court for playing. Two baskets would be used. Lines would have to be marked accordingly.

B. Time would be kept by a running clock. There would be no time outs except on injuries. The clock would stop at half time for 10 minutes. Substitutions would be made during free throws.

Three on Three—Half Court

A. Equipment
- #7½ utility ball or regulation basketball
- one basket

B. Scoring
- field goals—2 points
- free throws—1 point

C. Object
- to make points by shooting field goals and free throws

D. The Game
- Start the game with a jump ball at back of free throw circle. Team gaining possession of the ball advances it toward the basket and shoots for the goal. *Exception to regulation play—both teams utilize the same goal.*
- When ball is intercepted by the opposing team, the ball must be advanced out beyond the back edge of the free throw circle (the team in possession may take successive shots at the basket)
- There are only 3 players on a team. A team must have a roster of 6. Each player must play at least one quarter.
- Quarters are 5 minutes each. Half time shall consist of a 10 minute rest period. There will be a 2 minute rest period between quarters.

INFUSION CHART

ARTS	Chooses and designs team insignia and mascot. Make team pennants. Makes felt figures used on the flannel board.
SCIENCE	Understands how to direct the ball in the desired trajectory by using more/less arc. Judges the distance to teammate when passing the ball. Judges the distance to the basket when shooting. Identifies the parts of the body specific to basketball play.
INDUSTRIAL ARTS	Constructs a simple scoreboard. Constructs a simple flannel board for basketball instruction. Attaches basketball rim to backboard for outdoor play.
MATHEMATICS	Keeps score. Keeps count of number of fouls committed. Measures the distance in court layouts.
HOME ECONOMICS	Dresses appropriately for playing basketball. Mends and hems uniforms. Washes and dries uniforms.
HEALTH	Knows the basic first aid for minor injuries (scrapes, scratches, sunburn). Uses sun screens, tanning lotion when playing in direct sunlight. Practices safety skills when playing.
PHYSICAL EDUCATION	Performs warm-up exercises. Understands and demonstrates the skills of basketball. Recognizes the importance of teamwork and team spirit. Recognizes the leisure value of basketball.
READING/LANGUAGE	Reads the scoreboard. Increases vocabulary through usage of basketball terms. Listens to instructions and follows directions. Expresses himself/herself during play (cheers, encourages). Reads and listens to instructions for playing basketball.
SOCIAL STUDIES	Identifies and locates neighborhood facilities where basketball could be played. Participates in the establishment of teams and rules for playing basketball.

TERMINOLOGY AND RESOURCES

Assist	A pass to a teammate who scores directly or doesn't dribble more than twice before scoring.
Base Line	The end boundary line.
Blocking	Personal contact which impedes the progress of an opponent who does not have the ball.
Boards	The backboards.
Control	A player is in control when he is holding or dribbling a live ball. Team control exists when a live ball is being passed between members of a team.
Double Dribble	A violation which occurs when a player continues dribbling after grasping the ball with both hands.
Fast Break	Offensive strategy in which a team attempts to bring the ball into scoring position before the defense can set up.
Foul	A rules infracton for which the penalty is one or more free throws.
Free Throw	Opportunity given to a player to score one point by an unimpeded shot from behind the free throw line.
Goal Tending	Touching the ball or the basket while the ball is on, above or within the opponent's basket.
Holding	Personal contact with an opponent which interferes with his freedom of movement.
Jump Ball	A method of putting the ball in play by tossing it up between two opponents in one of three circles.
Key	The free throw lane and circle.
Throw-In	Method of putting the ball in play from out of bounds.
Turnover	Any loss of possession without a shot being taken.

RESOURCES

Printed Materials

Field Service Unit in Physical Education and Recreation for the Handicapped, Michigan State University (J.A. Wessell, Director). *I CAN Sports, Leisure, Recreational Instructional Skills Program.* Northbrook, Illinois: Hubbard.

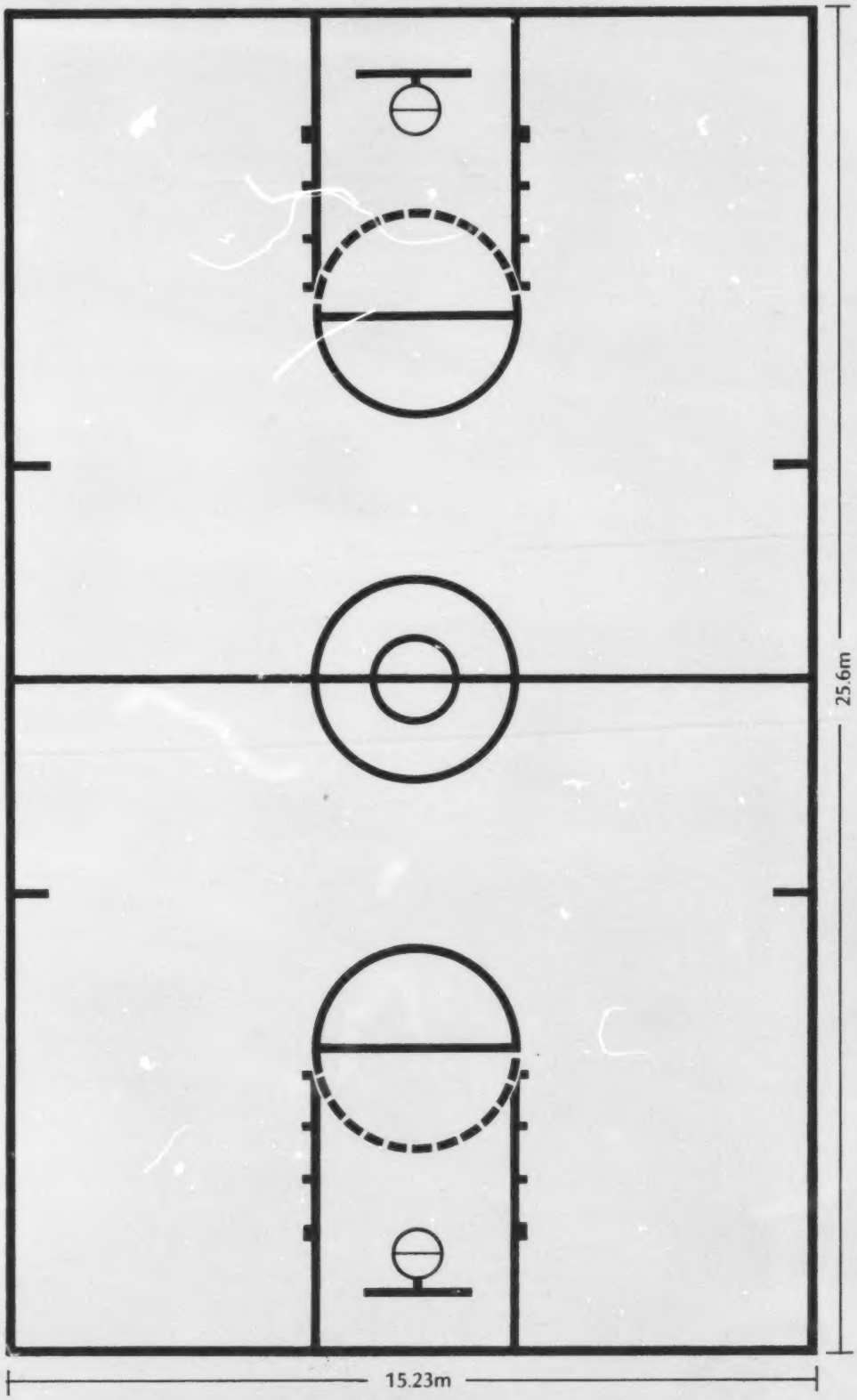
Irmer, Larry D et al. *Physical Education Opportunity Program for Exceptional Learners (PEOPEL). Phoenix, Arizona: Phoenix Union High School System, 1977.*

Dunn, John M. *Adaptive Physical Education; A Resource Guide for Teachers, Administrators, and Parents.* Mental Health Division, Salem, Oregon, 1979.

Other

Special Olympics, Inc., 1701 K Street, N.W., Suite 203, Washington, D.C. 20006.

BASKETBALL COURT DIAGRAM



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SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympian's name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions, reflects how well the student must execute the desired skill. You as the instructor are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session.

See example on page 42.

Catching Skills

NAME	Makes an attempt to catch a ball.	Catches a ball at chest level from a meters away.	Catches a ball at chest level from 5-7 meters away.	Catches a bounce pass.	Catches a ball while walking forward.	Catches a pass while running forward.	Receives a pass and dribbles the ball.	Catches a pass.	Catches an inbound pass while being defended.	Catches an outlet pass without traveling.
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Sue	100 %	100 %	100 %	5 Meters	5 Meters	5 Meters	4 Meters	8 Meters	6 Meters	10 Meters
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	%	%	%	Meters	Meters	Meters	Meters	Meters	Meters	Meters
	%	%	%	Meters	Meters	Meters	Meters	Meters	Meters	Meters
	%	%	%	Meters	Meters	Meters	Meters	Meters	Meters	Meters

SAMPLE

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Dribbling Skills

NAME	Makes an attempt to dribble or bounce ball.	Bounces ball with two hands.	Bounces ball in any direction with one hand.	Dribbles ball with control from a stationary position.	Dribbles and controls ball while moving forward.	Dribbles and controls ball while running the length of the court.	Dribbles the ball along a straight path.	Dribbles and controls ball while moving in, out around and through a series of obstacles.	Accelerates or decelerates dribbling speed on cue (whistle).	Dribbles and controls ball while being guarded.
	%	Sec.	Sec.	Sec.	Meters	Sec.	Sec.	Sec.	Meters	Sec.
	%	Sec.	Sec.	Sec.	Meters	Sec.	Sec.	Sec.	Meters	Sec.
	%	Sec.	Sec.	Sec.	Meters	Sec.	Sec.	Sec.	Meters	Sec.
	%	Sec.	Sec.	Sec.	Meters	Sec.	Sec.	Sec.	Meters	Sec.
	%	Sec.	Sec.	Sec.	Meters	Sec.	Sec.	Sec.	Meters	Sec.
	%	Sec.	Sec.	Sec.	Meters	Sec.	Sec.	Sec.	Meters	Sec.

Catching Skills

NAME	Makes an attempt to catch a ball.	Catches a ball at chest level from 3 meters away.	Catches a ball at chest level from 5-7 meters away.	Catches a bounce pass.	Catches a ball while walking forward.	Catches a pass while running forward.	Receives a pass and dribbles the ball.	Catches a pass.	Catches an inbound pass while being defended.	Catches an outlet pass without traveling.
	%	%	%	Meters	Meters	Meters	Meters	Meters	Meters	Meters
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	%	%	%	Meters	Meters	Meters	Meters	Meters	Meters	Meters
	%	%	%	Meters	Meters	Meters	Meters	Meters	Meters	Meters
	%	%	%	Meters	Meters	Meters	Meters	Meters	Meters	Meters

Passing Skills

NAME	Makes an attempt to throw or pass ball.	Passes ball in any direction at least 5 meters.	Passes ball in intended direction to a target.	Passes ball to a stationary teammate.	Executes a bounce pass to stationary teammate.	Passes ball to a moving teammate 5-10 meters away.	Passes ball from the dribble to a moving teammate 5-10 meters away.	While guarded, passes ball to a teammate.	Passes ball to a teammate being guarded.	Passes ball and moves to open position to receive a return pass.
	Meters	Meters	%	Meters	Meters	Meters	Meters	%	%	%
	Meters	Meters	%	Meters	Meters	Meters	Meters	%	%	%
	Meters	Meters	%	Meters	Meters	Meters	Meters	%	%	%
	Meters	Meters	%	Meters	Meters	Meters	Meters	%	%	%
	Meters	Meters	%	Meters	Meters	Meters	Meters	%	%	%
	Meters	Meters	%	Meters	Meters	Meters	Meters	%	%	%

Shooting Skills

NAME	Shoots ball towards basket.	Hits a part of the backboard or rim when shooting.	Makes 3 out of 5 baskets from a 1 meter radius.	Performs a lay-up.	Shoots the ball from the key with 50% accuracy.	Shoots a basket from 3 different places in the front court.	Shoots free throws with 40% accuracy.	While moving, received a pass and shoots a basket.		
	Meters	%	%	%	%	%	%	%		
	Meters	%	%	%	%	%	%	%		
	Meters	%	%	%	%	%	%	%		
	Meters	%	%	%	%	%	%	%		
	Meters	%	%	%	%	%	%	%		
	Meters	%	%	%	%	%	%	%		

Rebounding Skills

NAME	Tracks a rebounded ball.	Assumes ready position for rebounds.	Moves in direction of rebounded ball.	Catches rebounded ball on bounce.	Catches a ball bounding off the backboard from a standing position.	Rebounds a missed shot in the air.	Jumps and rebounds a missed shot in the air under control.	Rebounds a missed shot and passes the ball to a teammate (defensive boards) or takes the shot (offensive boards).		
	%	%	%	%	%	%	%	%		
	%	%	%	%	%	%	%	%		
	%	%	%	%	%	%	%	%		
	%	%	%	%	%	%	%	%		
	%	%	%	%	%	%	%	%		
	%	%	%	%	%	%	%	%		

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Defensive Play

NAME	Makes an attempt to guard an opponent.	Demonstrates correct defensive stance.	Maintains proper distance staying with opponent.	Blocks/stops a pass between two players.	Guards offensive player without the ball.	Blocks a pass between two players.	Intercepts and controls a pass between two players.	Intercepts a pass while in motion and passes onto another team-mate.		
	%	%	%	%	%	%	%	%		
	%	%	%	%	%	%	%	%		
	%	%	%	%	%	%	%	%		
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	%	%	%	%	%	%	%	%		
	%	%	%	%	%	%	%	%		

Knowledge of Game

NAME	Stops when the whistle blows.	Knows when the ball is in or out of boundaries.	Participates a little; recognizes teammates and opponents.	Recognizes teammates' and opponents' goal areas.	Knows how to start game with jump ball.	Identifies floor boundaries (center line, lanes).	Adapts ability to pass, dribble, shoot and block.	Understands violations (double dribble, traveling, back court violation, time violation, up and down).	Understands personal fouls (charging, blocking, goal tending, tripping, holding, pushing).	Plays cooperative and competitive; adapts to changes both offensively and defensively.
	%	%	%	%	%	%	%	%	%	%
	%	%	%	%	%	%	%	%	%	%
	%	%	%	%	%	%	%	%	%	%
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	%	%	%	%	%	%	%	%	%	%

DATE _____

Sports Skills Assessment Record Sheet

NAME	PREVIOUS EXPERIENCE: HAS PARTICIPATED	PREVIOUS EXPERIENCE: NEVER PARTICIPATED	LEVEL OF ACHIEVEMENT: BEGINNER 0-10	ROOKIE 11-20	WINNER 21-30	CHAMP 31-40	SUPER CHAMP 41-50	SUPERSTAR 51-60	LEVEL OF INDEPENDENCE: NEED PHYSICAL ASSISTANCE	NEEDS DEMONSTRATION	RECEIVES VERBAL ASSISTANCE	RECEIVES NO HELP
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
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	1	2							1	2	3	4

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